



**KING EDWARD VI  
CAMP HILL  
SCHOOL FOR GIRLS**

**Year 8 Parents  
Emotional Resilience Evening  
Thursday 7<sup>th</sup> June 2018**



# PSHE and Pastoral Care

Module Wellbeing/Mental Health

Teaching Group or Class Parents

Date 7<sup>th</sup> June 2018

Topic Managing stress

Resources Ppoint, article, sheet to fill in

**Connecting the learning:**

**Context and purpose including prior learning and big picture**

- From the PSHE association
- Students are prepared positively for life in modern Britain. The fundamental values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are promoted.
  - Students understand how to keep themselves safe
  - Students are aware of how to keep themselves healthy, both emotionally and physically
  - Students are well prepared for the next stage of their education, employment or training

**Key Learning Objectives**

- **To develop confidence and risk taking**
- **To be able to identify strategies for dealing with stress**

**Key Learning Outcomes**

- Ability to work in groups productively to extrapolate and share information
- Ability to formulate an argument

**Establishing a climate for learning and constructing the learning**

- Group work.
- Safe environment for sharing ideas and challenging those of others.
- Safe environment for risk taking.

## **Demonstrating the learning.**

1. Register taken ...
2. Article as focal point. Discussion in groups. Does this resonate? Key points.10
3. Advice sheets  
..in groups how would they manage stress...home and school 10
4. Feedback 5
5. Board and post its for key questions 5
6. Signposting ...what is available
7. Relaxation techniques to finish

## **Assessment of ongoing progress in learning and understanding opportunities**

Are they all involved and contributing?  
Are they questioning and challenging each other?  
Are they risk taking?  
Are they able to extrapolate information?

## **Consolidating and evaluating the learning**

Sharing and challenge.

## **Homework**

**Advice to keep up to date with topical issues and read newspapers.**

**Individual research on future options and interests.**

## **Differentiation**

Additional support in classroom from the teacher

Prompts

## Signposting

- Childline [www.childline.org.uk](http://www.childline.org.uk)
- Heads Together [www.headstogether.org.uk](http://www.headstogether.org.uk)
- Mental Health Foundation [www.mentalhelath.org.uk](http://www.mentalhelath.org.uk)
- Mind [www.mind.org.uk](http://www.mind.org.uk)
- Samaritans [www.Samaritans.org.uk](http://www.Samaritans.org.uk)
- Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Time to Change [www.time-to-change.org.uk](http://www.time-to-change.org.uk)
- Winston's Wish [www.winstonswish.org.uk](http://www.winstonswish.org.uk)
- YoungMinds [www.youngminds.org.uk](http://www.youngminds.org.uk)

**Year 6 transition and Year 7**

**Miss Meredith**

**Year 8**

**Mr Hardy**

**Year 9**

**Ms Chadwick**

**Year 10**

**Mr Johnson**

**Year 11**

**Mr Brown**

**Year 12**

**Mr Revitt**

**Year 13**

**Mrs Parker-Hall**

**Yrs7-11 Pastoral and academic support**

**Miss Chandegra**

**Yrs 12-13 Pastoral and academic support**

**Mrs Scott-Thompson**

# Additional support

- Learning mentor
- Light touch counselling service
- EAL support
- Clubs at lunch
- Sixth form mentor
- KEGS group
- Signposting





# Internet and Social Media Issues and Safety





# **Criminal Laws**

- **Public Order Act 1986**
- **Malicious Communications Act 1988**
- **Protection from Harrassment Act 1997**
- **Communications Act 2003**



**Partnership**

“The intensity with which young people live demands that they “blank out” as often as possible.”

— Maya Angelou, *I Know Why the Caged Bird Sings*

“To grow up is to stop putting blame on parents”

— Maya Angelou, *Becoming Myself: Reflections on Growing Up Female*

